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Containing the Editor's Report of the Seattle Convention

Journal of EDUCATION

BOSTON, MASS.
Vol. CIV, No. 5.

August 15, 1927

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Wonderful America

THERE are already greater demonstrations of educational achievement in 1927 than were dreamed of in 1926. It is not a question of what has happened in fifty years, in twenty years, in five years, but what changes have been wrought in six months in 1927.

No encyclopedia has a record of it, no book reveals it, no magazine knows about it, no syndicate of daily papers has a suspicion of it.

We would have been ignorant of it had we not traveled in all but four states of the Union—Florida, Louisiana, South Dakota, and Vermont in the last three months, and these states were skipped merely because we did not chance to use lines of railroad that passed their way in lecturing in six states west of the Missouri river, five in the Middle West, three in the Atlantic South, and six in the Atlantic North.

This statement is not worth the space we give it, simply because we traveled twenty thousand miles and addressed tens of thousands of school people had we not appreciated the marvelous changes that are taking place everywhere, making a different world in the East and West, North and South.

We have been traveling in all parts of the United States four times every year for more than forty years, and there has never been any such revelation of broadened interest and heightened purpose as we saw from late April to late July. Of this we shall have much to say in the four September issues of the Journal of Education.

The Illinois tax law seems to be wholly mischievous for the public, but exceedingly favorable for tax dodgers. The Chicago schools are the greatest sufferers.

Miss Agnes Samuelson has had a royal welcome in the state superintendency of Iowa. The inauguration culminated in a banquet rarely equaled in the personnel of the participants on such an occasion.

Health Parade

SALEM, Oregon, witnessed the greatest public school parade on record in the Pacific Northwest in the closing days of the school year, 1926-7. We quote from the "Oregonian," Portland:

"The value of cleanliness and health habits in the battle for success and happiness was typified by more than 2,200 Marion County school children who marched here today in the first honor roll health parade ever held on the Pacific coast.

"Virtually every school district in Marion county was represented and the pupils and teachers indicated plainly the extent to which they valued their success.

"Each school presented a distinctive and original showing. It was a parade designed solely to emphasize what is to be attained through health habits acquired under the guidance of a highly trained and efficient organization of health experts. Full credit for the success of the event is due Mrs. Mary Fulkerson, county school superintendent; Dr. Walter H. Brown, head of the Marion County health demonstration, and the teachers who worked hard and long to standardize their schools along health lines.

"Following the arrival of the parade at the armory, Mrs. Fulkerson, originator of the honor roll idea, presented Miss Anne Simpson director of health education in Marion county, with an honor roll badge. Dr. Brown congratulated the children.

"The children later were entertained at a Salem theatre."

John H. Beveridge, for ten years superintendent of Omaha, has been re-elected for three years at a salary of ten thousand dollars. The city is to be congratulated.

H. W. Foght to Wichita

THE Municipal University of Wichita, Kansas, is fortunate in the acceptance of the presidency by Dr. Harold W. Foght, Aberdeen, South Dakota, for he will bring to the lively city of Wichita, and to the youngest university in the state, a wealth of experience, a professional vision and an attractive personality which will signify much to the entire state industrially and civically as well as educationally.

Frank Cody of Detroit is re-elected for three years, salary sixteen thousand first year, then seventeen and eighteen. It is a great time to be a city superintendent.

Texas named a new city Lindbergh on June 13.

What Is Your Professional I.Q.?

[Answers are on Page 123]

151. What high school principal of Denver has been chairman of the State Board of Education for many years?
152. Who went from the United States Bureau of Education to the presidency of the University of Buffalo?
153. Who is Dean of Women at Kansas State College at Pittsburg?
154. Of what city has Estelle Carpenter been music supervisor for several years?
155. Who is Editor of the N. E. A. Journal of Education?
156. In what state is Katherine Dozier on the State Board of Education?
157. Who is president of William and Mary College?
158. In what city does Arthur S. Gist teach?
159. Who wrote "Little Women"?
160. Who are the authors of the new school readers published by D. C. Heath & Company?

Appreciation of Margaret Haley

HOWEVER one may differ with Miss Haley in matters of schoolroom practices there is never any question but that she is the Napoleonic genius of the school world when it comes to the leadership of an educated financial crusade. It is refreshing to see the Chicago Tribune and the Chicago Daily News thanking Margaret Haley and the Chicago Teachers Federation for licking Mayor William Hale Thompson to a collapse in the State Legislature this July on a question of financing the schools.

S. E. Weber has been re-elected superintendent of Charleston, West Virginia, unanimously for the third time and his salary is increased to $7,500.

More children are killed by accident on Saturday than on the five school days.

In eighty years the Pennsylvania railroad has paid $831,000,000 in dividends, and the road is valued at $2,500,000,000. Its service to Americans has been vastly greater than the dividends paid its stockholders.

Jewell and Creager

AMONG the many transferences of the season there is interest in the fact that Dr. J. R. Jewell, director of Department of Education, University of Arkansas, at Fayetteville, probably the best nationally known educator of the state, becomes the dean of the school of education of the State Agricultural College, Corvallis, Oregon, and he is succeeded by Dr. J. O. Creager of New York University, who has had highly successful experience in the state department of Wyoming, as principal of the State Teachers College, Flagstaff, Arizona, and on the faculty of the State University of Arizona at Tucson, before going to the faculty of New York University. These long distance transfers are in keeping with the election of twenty-four university and college presidents in the last three months, no one of these elected presidents being chosen from the state in which the institution is.

Daily Price of Cotton

EVERY day for forty-five years in Glenville, Alabama, the price of cotton has been "shouted" at the tomb of Alfred McGee, who died in 1882. He founded Glenville, and made it the wealthiest place of its population in the United States. It was his wish that each day the price of cotton be shouted at his tomb. It has been so shouted for forty-five years, and is likely to be shouted daily for an indefinite period. As a result every one in Glenville is likely to know the quotation of the price of cotton.

The customary expression as persons pass along the highway near his tomb is: "Old man, cotton is —— cents today!" Probably no other man in America has been honored in the same way or in any way by daily attention for forty-five years.

Twenty Years in New Rochelle

NEW ROCHELLE, Westchester County, New York, has achieved high distinction in the development of an educational and community personality unsurpassed anywhere in the country, and the citizens recognize that it is due to the social, civic, and cultural leadership of Albert Leonard, who has been the superintendent for twenty years. Of the many tributes paid him none was more significant than that of Mayor Benjamin B. Badeau, from which we quote:—

"I think we have no man in New Rochelle who is so well known to everybody—men, women, and children as Dr. Leonard. The worth of his work is known also to our people, from our older citizens to the very young.

"He has always been most devoted to all that pertains to our schools. No detail of our educational system has been so slight that it has received less than his best thought. He has set an example of enthusiasm and high-mindedness which has inspired our teachers and he has carried courtesy and dignity with him wherever he has gone.

"While Dr. Leonard has been with us, our school system has expanded almost beyond belief and our educational standard has been raised until today one of our proudest boasts is of the efficiency of our schools. Much of the progress we have made must be attributed to Dr. Leonard's personal efforts, wise counsel and sincere desire to see the New Rochelle schools rank among the best. His record has been without a blemish. The quality of his work is one of those things which we all appreciate but we find ourselves powerless when we attempt to put that appreciation into words.

"As Chief Executive of the city of New Rochelle, I desire at this time to extend my congratulations to Dr. Leonard, to assure him that he has the full gratitude and confidence of the people of this city and to express the wish that the future may add many years of the pleasant relationship that has existed between him and our people."

OUR editorial on "The Floating College," page 696, June 20, seems to have been unintentionally mixed. There seem to be two distinct schemes to satisfy the demand for "Floating College" life. The one with which we have been familiar is the one that was in evidence last year and is to be repeated this year. A second one is being organized, and this led to our confusion.

The Passing of Searson

J. W. Searson, who died suddenly in Boston on July 6, while giving a course in English in the summer session of Boston University, had been attractively active as a member of the faculty of the University of Nebraska and as a vital factor in the various editorial features of George Towne's Company in Lincoln, The telegraphic announcement of his death was a shock to his many friends in the National Education Association.

William McAndrew has rarely appeared to better advantage than in his noble defense of Charles H. English, playground director of Chicago. When it is a question of professional efficiency and mastery of facts it is folly for anyone to go to the mat with him.

Belding's Page

"POLLY WANTS DYNAMITE"

IN spite of all that the normal colleges and the schools of education are doing, bad methods of teaching are still to be found in many schools. Even the parrotlike recitation has not been entirely discarded. A tradition as deep seated as that does not disappear in a decade or a generation. Teachers who were taught to recite like parrots fall naturally into the same habit of instruction—if you will pardon this abuse of the word. Teachers whose imaginations have never been quickened, or who are utterly lacking in originality, will always demand the conning of textbooks word by word and sentence by sentence. Nothing short of dynamite will ever make them do differently. Modern education must apply and explode the dynamite. Only by inspiring leadership and constantly rising standards of personality requirements can this be done.

A BILL OF TWO BILLIONS

THE costs of public education in the United States have reached a yearly total of $2,000,000,000; rather a tidy sum, being more than the combined expenditures for military, police and fire protection with prohibition enforcement thrown in. No other function of government is so costly to run as education.

The public puts great trust in education and pays the gigantic bill with cheerfulness. But a portion of the public view with some alarm the statements which have been made from time to time regarding the rapidly mounting cost of public instruction. The figures, taken as it were "raw," would indicate that the cost has been multiplied several times over within the past generation. Is this the case actually?

For answer we may now turn to the National Industrial Conference Board, whose recent survey of educational spending has taken into account the increase of school attendance, the diminished value of the dollar and other factors affecting the comparison. After allowing for these factors, the board finds that the cost of operating the public schools and state universities has increased, during the past thirty-five years, at the average rate of two per cent. a year. This is the amount which has gone for broader curriculums, better equipment and improved teaching. Thus explained, the growth of the education bill does not betoken extravagance. The public has been demanding more from the schools and paying for more. If it has been getting what it pays for, it will not complain. In most communities it has. In some, no doubt, it has not. Let these communities look to their budgets, and to the efficiency of their schools. No harm if all communities would do this. Because the public is generous to the schools is no reason why school authorities should be careless in the use of money.

HOW POSTURE COUNTS

CORRECT posture is one of the most important elements in good health. Yet how seldom does one meet a boy or a girl who stands or sits properly!

Just now there is a fashion for girls, known as the "flapper slouch." It isn't helping the posture situation at all.

Here as in other matters, if teaching is to be fully effective it should not be based upon the theory, "Do as I say, not as I do." The teacher's own posture needs to be a model. Too often the teacher slumps down into a chair in front of the class or stands in a slovenly attitude, like some invertebrate creature. This is bad for the teacher, worse for the school.

Children and young people need to learn that an erect poise and carriage are an aid to health, to personal attractiveness, to self respect, and to success. A drooped head, sagging shoulders, flat chest and protruding abdomen were once characteristic of class valedictorians, many of whom died young or failed to amount to anything. Obviously the vital organs of the body must be given a chance to function, as they cannot do if they are cramped by bad posture. A slouched figure does not inspire confidence or suggest poise and power. Neither is the stooping individual sure of his own ability and ready to act. A certain sales manager declares that he never knew a salesman to win an order when the third button of his vest was leaning downward.

The child who is defective in posture is handing down a sorry heritage to the man or woman he is to become.

If all educational effort were to cease, society's progress from one age to the next would be exceedingly slow and sometimes backward. To lift each succeeding generation upon the shoulders of the one which preceded it, is a moral obligation which may not be shirked—even if it were not a sound economic investment also.

Anson W. Belding

Associate Editor.

The Seattle Convention

Annual Meeting of the National Education Association, July 3—8, as Seen by the Journal's Editor-in-Chief.

By A. E. WINSHIP

Headquarters in Action

THE test of efficiency is in the meeting of emergencies and Seattle provided the opportunity for Harold Allan and S. D. Shankland to demonstrate their skill in transforming the impossible into a glorious possibility. An auditorium has been required before a summer or winter meeting would be held anywhere. When Seattle in 1925 made her brilliant bid for the July meeting of 1927 the high spot in their appeal was "Our Auditorium in 1927"; but there were good and sufficient reasons why that could not materialize, but Allan and Shankland never whined or winced, and no one of the eight thousand enrolled members ever suspected that it required supermen to have things move so smoothly that the universal comment was "What perfect planning!"

Peace and Prosperity

FOR the first time since the reorganization there was no opposing candidate for the presidency, treasurership, or any of the eleven elective vice-presidents.

This was so unusual as to be quite alarming to the traditional scrappers. They came with war paint on. Not that they could conjure up any possible objection to Cornelia Adair, who seems to have been ordained from the creation of education to represent classroom teachers. For a longer time than it would be polite to relate she has represented them officially in city, state and nation. It was hinted that it was just as bad to have thousands agree to have no rival candidate as it used to be to have a "committee of seven" provide an unchallenged candidate. There was no help for it, and we think it will be more than one year before there will be a factional war over the annual election. It is possible that those who have cyclonic brain storms may have to concentrate on some holy war in or on the committee on resolutions.

The Exhibit

AN ENTIRE school building was devoted to a presentation of the school work of Seattle from the kindergarten to the vocational guidance.

There was nothing traditional; everything was the latest word in curriculum making, in scholastic classics, in educational appreciation, in professional inspiration.

There was no occasion to have Los Angeles bring her marvelous welfare plans, Denver her world-famous Opportunity School, or Wenatchee to set up her individualizing programs, for Superintendent Thomas R. Cole and his noble array of skilful supervisors and teachers are as humanistic as is Susan M. Dorsey, as unrivalistic as Jesse H. Newlon, and as individualistic as Carleton Washburn, and it was all in that pageant of educational progress in the Alexander Hamilton School.

Visual Education

VISUAL education was promoted in many ways. The school people are ardently devoted to a study of the best use of good pictures in classrooms. Frank Cody of Detroit made a sane and skilful report of a committee of the National Education Association, and Thomas E. Finegan of the Eastern Kodak Company is seeking to know how to have moving picture films that will promote vitalized education with films that will attract children of each grade, and rescue the film from a tendency to make school films so sensationally interesting and commercial as to side-track their educational significance.

The Pageant

NEVER has there been any geographical or historical demonstration at an educational convention that was in the same class as the Pageant. It cost six thousand dollars. There were more than a thousand school children in action; the press said "ten thousand." There were certainly fifty thousand persons in the vast stadium. The audience itself was a sight never seen at an educational convention. The thirty-seven thousand seats were filled. The fringe, several deep, all around the stadium was a multitude itself, and standing in the arena was another vast assemblage.

Any attempt to describe the pageant would be as silly as to try to paint a rainbow in words. All that can be said is that geographically it suggested what the Creator did in the long ago for the Pacific Northwest, and historically it visualized what man has done to take advantage of what the Creator has done.

The actors in the drama were children and youth from the schools. The creative artists were teachers. There had been but one rehearsal attempted because it required more than one hundred of the largest street cars to bring the children from the various school buildings. These cars had to wait for the rehearsal and take them back. This was an expense feasible but once.

When these children came into action that evening they were as naturally artistic as are the raindrops that take their places in the rainbow without a rehearsal.

Minneapolis in 1928

MINNEAPOLIS teachers had been fooling with invitations to the National Education Association for several years, so this time there was "no fooling" about it. They were in dead earnest. They made their calling and election sure. They left no landing place for rivals.

The teachers of Minneapolis brought from their city some fifty members of the St. Olaf's choir, one of Minnesota's wonderful musical productions, and no state has more wonderful musical productions than has the state of Scandinavian ancestry.

This was adequate in itself, but the teachers of Minneapolis considered nothing adequate so long as they could think of anything else, and one of their "stunts" was the following song written by Nellie Fields, one of the principals.

HAVE FUN WITH US IN MINNEAPOLIS IN 1928.

Tune: "Over There"

Supervise, Supervise,
Don't let up, don't let up,
If you're wise,
For the day is coming, you see it coming
When principals must supervise.
So beware! Leave that chair!
Visit 'round. Visit round everywhere.
Be a rover, and put it over,
Supervise, look wise, and be sure to criticize.

Analyze! Scrutinize!
Don't be slow. It's a go, realize
You must stop your stalling,
Or quit this calling.
We've got no time to idealize.
Take your chart. Make a start.
Draw a graph. Be a credit to the staff.
Put it over, or leave the clover.
Supervise all the day if you want to get more pay.

Get your card. Rate 'em hard.
Diagnoze. Diagnoze. Diagnoze.
It must be objective,
To be effective,
A thing that everybody knows.
Evaluate, prognosticate.
Be first rate—'tis your fate.
Don't be late.
Supervise, then; oh, supervise then.
Play the game, make a name it's the way to get to fame.

South Atlantic Trio

THE most interesting educational situation in America today is the prominence of three educational women in the South three Atlantic states—Virginia, South Carolina, and Georgia.

The significance of the unanimous and enthusiastic choice of Cornelia S. Adair, classroom teacher, Richmond, has received unusual attention from the public press, professional and non-professional. Miss Adair is the first classroom teacher thus honored, and she earned the honor by more varied service than has been rendered by any other woman who had not been honored with election to the presidency. She had demonstrated brilliant professional leadership in Richmond, then in the state, and had been long time treasurer of the National Education Association, and was the elected member of the Board of Trustees, probably the highest elective office aside from the presidency and treasurership.

The election of Kate Wofford of South Carolina to succeed Miss Adair on the Board of Trustees, to which extended reference is made in this issue, was unprecedented recognition, a tribute beyond words to express, placing her at once high on the professional roll of honor.

But more significant than either of these, perhaps, is the recognition of Dr. Katherine Dozier of Georgia, whose various honors have resulted from her notable success in creating schools of superior merit educationally, socially, industrially and civically in the textile mill community in Pacolet, South Carolina, and Gainsville, Georgia. This service has been recognized by making her the only woman of Georgia to be on the State Board of Education, the only woman to be president of the Educational State Association, and the only woman teacher to receive an honorary Doctor's Degree from the State University of Georgia.

Nowhere in the country have three teachers by eminent professional service, quietly attending to their own business in a local field won such distinction as has come to Cornelia S. Adair of Richmond, Virginia; Kate W. Wofford of Laurens, South Carolina; and Dr. Katherine Dozier, of Gainsville, Georgia.

Presidential Genesis

WERE we inclined to be religiously sentimental as in our youth we would say that it was providential that Francis G. Blair was elected to the presidency in Philadelphia, for in several important crises he helped to make the year 1926-7 the most vitally important in the history of the association, but entirely aside from this Dr. Blair has a wealth

of literary material that can be called into action in brilliant setting on any and every occasion. In artistic phrasing and graceful poise Francis G. Blair's social and forensic art was a charming response to the floral glory of Seattle's hospitality.

The Yesterday of Crabtree

SECRETARY J. W. CRABTREE to whom the Association owes more than to any ten men and women for the famous success of the last ten years in which the enrolled membership has increased more than two thousand per cent., the income half as much more, and the increase in value of property beyond estimate, taught his first school in Nebraska for $35 a month and did farm chores for his board. Now he has a salary of $10,000 for promoting the interests of 170,000 teachers who pay dues to the National Education Association and half a million other teachers who pay no dues, but reap inestimable financial and professional benefit from his service.

Never has any educational exhibit approached in professional significance that of the Seattle schools.

The Claxton Committee

THE most important committee functioning at Seattle was the one of which Dr. Philander B. Claxton was chairman, and Arthur H. Chamberlain, secretary. The report was printed entire, and a copy was received by each of the delegates. It will not be acted upon until the Minneapolis meeting next July. It is the most heroic document prepared in recent years and will be vigorously discussed at the meeting of 1928.

Kate Wofford Honored

THE Seattle meeting had the rare skill to do many things remarkably well. The election of Cornelia S. Adair to the presidency created a vacancy in the Board of Trustees, a position of high importance.

Kate Wofford, superintendent of Laurens County, South Carolina, was not in attendance this summer, but she was elected by the Board of Directors to succeed Miss Adair on the Board of Trustees. We do not recall any companionpiece to this hour.

Miss Wofford has attended few meetings of the National Education Association, has taken no part in the "politics" of this association, and could not have been personally known to many of the directors. But she has rendered exceptional service in an unpretentious way. She is the first woman county superintendent in South Carolina, and the only woman who has been president of the State Association. Both of these opportunities came because of noble professional service in campaigning, first in the county and then in the state for principles that were traditionally unpopular.

We hazard little in saying that there has been no young woman who has caught the spirit of a State Teachers College as Kate Wofford caught the spirit of Winthrop College and made it her purpose in life to see educational ideals professionally realized.

Professional Ethics

SARAH T. MUIR of Lincoln, Nebraska, as chairman of a vast committee on professional ethics made a report of progress indicating that at the Minneapolis meeting a report will be made that will present the reasons why there should be a code of professional ethics, the elements necessary, and the way to have teachers accept in spirit as well as in letter.

Teacher Tenure

FRED M. HUNTER has the personal vigor, professional intensity and civic persistency essential to lead a crusade for tenure, which is the most heroic crusade needed at present.

Vital as permanent tenure is there are so many social, civic, and religious complexes that it requires almost superhuman courage to thread one's way through the tangled shrubbery.

The Elk is a wholesome illustration of the superb need in this crusade. The elk sheds his antlers every year, and for a few weeks has no use for them, but when he is ready for new use of them there is a new sharp point reaching higher and farther than ever before.

The pointed array of horny sharp prongs are harmless so long as they are mere ornaments, high and wide, but when the elk drops his head beware, for there is blood in his poise. The eye has lost its charm and the antlers their beauty. A war spirit is in the air.

But at another time when he needs to thread his way through what seems to be impassible tangled shrubbery he lifts his head high in the air and the antlers snuggle down on either side of his body, and lie there as ornaments, smooth and lovely, and he goes anywhere, and all troubles pass him by. Those horny instruments of torture are polished like jewels by the shrubbery.

Now it requires a ferocious leader like Fred Hunter to lower his head and fight the rascals that are wrecking the fortunes and reputations of professional men and women, but it also requires a man like Fred Hunter, who can raise his head and turn his pugilistic tendencies into

smooth, graceful, ornamental peace offerings, realizing that there must be protection for children and society and protection for misfit teachers as well.

In the Seattle report on tenure Dr. Hunter demonstrates his leadership in war and peace delightfully.

Retirement Allowances

MISS E. RUTH PYRTLE'S report on retirement allowances was one of the high spots in the Seattle meeting. Nothing is quite as important in stabilizing the teaching profession as adequate and reliable retirement allowances, and no one could be better equipped to master the vital factors in the solution of this problem than is Miss Pyrtle, who has been identified with all phases of teacher life in country and city in all sections of a state as no one else whom we have known has been.

There are several conditions which contribute to this superiority. First, she has known the teacher problems of a great state from bottom to top, and from top to bottom. Teachers have looked to her as their leader, not of their organizations, not as a grade teacher, and not as an elementary principal, but as the leader of teachers. Second, her life and professional service have been at the capital of the state, a city in which the legislators mingle with the people, and Miss Pyrtle has lived in an educational legislative atmosphere in which problems of the university and rural schools, of city and country, have always been under legislative consideration. Third, Miss Pyrtle is on the State Normal School Board, where the problem of attracting the best teacher talent, establishing teacher ethics, and maintaining professional spirit are vital.

Her notable report represents a master mind in grasping an entire problem, ferreting out that significance of every detail, and solving a great problem in a great way.

Her report should be read by every teacher, every school official, every legislator every year until retirement allowances are universally provided by law.

The Halo of Women

NEVER have women accepted responsibility for such charming brilliancy as at Seattle. There is not likely to be another hour like that of Monday morning, when Mary McSkimmon presided with matchless taste in the phrasing of her brief introduction of various speakers.

There certainly has never been a mayorality welcome comparable to that of Mrs. Bertha K. Landes, mayor of Seattle, who is not only the first woman mayor of a great city, but a woman of high social graces, of scholastic culture, of artistic skill in saying the best thing in the best way on every occasion.

Dr. Josephine Corliss Preston's welcome to the state was a most attractive portrayal of what men and women have done in half a century, with what the Creator did for the Pacific Northwest in unnumbered centuries.

And Caroline S. Woodruff started the day with a classical tribute to Vermont and its famous president in the presentation of the gavel that was to seal the destiny of any one who ventured out of bounds in time limit.

And it is a woman, a classroom teacher, Cornelia S. Adair, who corraled the affectionate esteem of all women who unanimously and universally made her their choice for the presidency of the association with one hundred and sixty thousand women in its membership.

But it was on Wednesday afternoon at the National Council of Administrative Women that Seattle had three addresses that have never been surpassed I think in the fifty-eight years that I have known this association.

Mayor Bertha K. Landes reached her highest literary note in an inspirational appeal to women to have faith in themselves in solving the civic problems of humanity.

The president of the Mills College, Aurelia Henry Reinhardt, universally recognized as one of the most gifted women on the platform, that America has ever known, in a fascinating and thrilling address gave the keynote to the meeting, but it was Florence Hale, the inimitable Florence Hale, who left the mayor and the college president trailing on behind when she frolicked and rollicked in barnyards and flower gardens, where the future mayors and college presidents are in the making.

Mission of State Associations

ONE of the highly masterful messages at Seattle was that which analyzed the significance of the relation of the state association to the National Education Association under the new dependence of the National Association upon the State Associations.

There is no one in the National Education Association who could have given that message but Arthur H. Chamberlain, who has known the the vital activities of the first and greatest State Associations under the new order of things and who has at the same time been as virile a factor in the National Education Association for a quarter of a century as any one close to the management.

Not only has Arthur H. Chamberlain had more opportunities to know the importance of all of these inter-relations and borne heroically and successfully more of the responsibilities than has anyone else, but he has the best

personal equipment of any one to broadcast the message of the hour.

His message should be read by every one of the 170,000 members of the National Education Association, and read and re-read again and again by every officer in every state association, for it is the chart by which all must steer State Associations hereafter.

Sabbatical Leave

ONE of the joys of watching the National Education Association activities for fifty-eight years has been the way in which new leaders appear on the horizon, and Annie G. Fraser of Los Angeles, as toast mistress at the breakfast of two hundred and sixty-one Californians, and as the leader of the campaign for universalizing the Sabbatical Leave practice, was a distinct addition to the leadership of the National Education Association.

There can be no question but that the Sabbatical Leave principle is universally recognized but the use to be made of it is quite a problem. Shall it be left to the individual teacher to use it for health or wealth, for pleasure or profits, as may please the individual, or must the applicant for Sabbatical Leave specify in a general way the use to be made of the time?

Leaders Come and Go

I happen to be the only person in frequent attendance upon the National Education Association who has been on the side lines and seen the team play of leaders for nearly sixty years.

I say "side lines" advisedly, for while I have been fairly active in the Association every year for forty-two years, I have never been a member of any management, or in common parlance, of any machine. Only once have I met with any group of persons to promote the candidacy of any one or to help control a given policy. This has never been because I disapproved of management by groups. It is absolutely necessary, but merely because "management" must change and leaders in management must give place to others and I have never allowed myself to get in a position where I could be "retired" by the defeat of anybody or any policy. I have seen many active leaders retire in the past fifty-eight years because they thought the organization would die if they retired in protest of the treatment they or their friends had received.

I have never considered myself indispensable and have never known that I was sidetracked by any management.

The Association has never suffered because of the retirement of any group of managers.

Appreciation of Cycles

APPARENTLY the years 1926 to 1927 are marking the creation of a new cycle in the influence of the National Education Association. In this estimate of tendencies we may be radically wrong, but it can harm no one if we are.

From 1870 to 1880 the attendance was light, but the discussions were heavy. It was the theory of William T. Harris, George P. Brown, B. A. Hinsdale, Emerson E. White, John W. Dickinson, Clara Conway and their associates, that the business of the Association was to enunciate, and elucidate a philosophy of education.

From 1880 to 1890, Francis W. Parker, G. Stanley Hall, Calvin M. Woodward, W. B. Powell, John Dewey, Thomas M. Balliet, Charles and Frank McMurray, Charles DeGarmo, and others challenged the philosophy of Harris, Brown and others. There were few participants but a dazed lot of fellows on the bleachers.

Taking advantage of the great interest created by the broadening horizon of the profession, there was for the first time a scheme for enlargement and in Madison, Wisconsin, in 1884, under the leadership of Thomas W. Bicknell there was a "big" meeting, and a new cycle began. For the first time there was more money received than was expended and a "Permanent Fund" of a few thousand dollars was established, and for the first time there was rivalry for office.

Dr. Bicknell had overplayed the game in 1884, and in 1885 he disappeared from the scenes, never to return, and because of the confusion which ensued, I came into the possession of the Journal of Education, "New England and National." That was forty-one years ago last March.

There was no vital change in the management of the N. E. A. from 1886 to 1893, when, following the famous Columbian Exposition, there was a stirring of new ambition and aspirations which were vitalized by 1896 and a vigorous administration, the first really business creation, and a dominating management which was highly efficient for ten years and statically efficient for four years more. Then a new cycle swept across the educational horizon, and for sixteen years the business affairs have made the finances of the boasted "business" management look like toy money.

Now lightning changes seem to appear in the offing, and developments must be awaited.

It would seem to be a simple matter to have the states take over the policies of the Association and arrangements have been made to have the state directors function as the Federal Charter provides.

But the classroom teachers are functioning with force. The elementary school principals are already very powerful and at Seattle the city superintendents were organizing heroically. It will be interesting to watch developments.

It is entirely clear that there will never again be a centralized "Management," but it is not clear whether it will be state management or group management.

The groups in each state are likely to seek to name the director and the member of the Resolutions Committee. In this way a group can control states and thus control the National Education Association. The new cycle is by far the most significant of any in the sixty-five years of the Association.

There were 118 different women on the various programs and as many of them were repeated on programs as often as men. There was never any meeting comparable to the Seattle meeting in the place occupied by women.

The Elementary School Principal

W. T. LONGSHORE, principal of the Greenwood School, Kansas City, Missouri, gave an address on the Elementary School Principal that was as vital, as virile, as indispensable in vision as anything said by anyone at the Seattle meeting. Here are a few of the scores of thrilling sentences:—

"No elementary school principal thinks of giving according to measure. Once engaged, he gives his best, gives his personal interest, himself. His heart is in his work, and for this no equivalent is possible; what is accepted is in the nature of a fee, gratuity or consideration, which enables him who receives it to maintain a certain expected mode of life. The real payment is in the work itself—this and a chance to join with other members of the profession in guiding and enlarging the sphere of its activities.

"There are human factors in all administrations, to be considered. What are the human factors involved in the work of the principalship of the public elementary schools? With whom does one have to deal? In other words, who are the persons through whom one must work in order to get things done that are worth doing? These persons are teachers or members of the school staff, and these persons differ among themselves more than the famous provinces of Gaul did.

"If a principal has twenty teachers, he has twenty different personalities to deal with. There are no two alike, yet there are at least two general types of teachers. The first type is the teacher who loves the subjects that she teaches."

"Outstanding in one's personal experience there may be two or three such teachers. They are the ones whose great love for a subject prompted them to study it. They are the only ones who bring the subject to pupils in such a way that they in turn come to respect it, if not to love it."

In many respects the elementary school principal will become the most important school official in connection with the public schools, and therefore his office should be scientifically developed, publicly recognized and adequately remunerated. He will be the expert supervisor and expert technician, and in many respects will render the most valued service of all the public school officials."

Visual Education Applied

THOMAS E. Finegan is the leader of a host of enthusiasts in visual education and they have never had as good a hearing as at Seattle.

Visualization in education is in its infancy. Even Messrs. Finegan, H. B. Wilson and Ernest L. Crandall do not even faintly appreciate its possiblities.

In a State Teachers' College in summer session this year, a class was taught six Greek words, so that each member of the class read them in many sentences as readily as though they were English words and it was done in thirty minutes by the use of pictures and the Greek words adapted to the pictures.

We suspect that non-vision teaching will be as out-of-date in the near future as the alphabet method is now.

We are treating visualization in education as the phonograph was used for a long time, as an interesting family possession, no one dreaming that it had talking machine possibilities. We need a Frances E. Clark to do for visual education what the victrola has done for the learning and enjoying of music.

Dr. William F. Russell

AT the Seattle meeting, Dr. William F. Russell, the dean of Teachers College, Columbia University, was as easy in the professional harness of the National Education Association as though he had been handling the greatest of professional institutions as long as his father has been.

It was one of the joys of the Seattle meeting to see how much at home he was on all occasions, as effective in the general program as though he had been there for years. On various department programs, at breakfasts, luncheons and banquets, and informally in greetings in the lobby he was always companionable and always said something worth saying and said it in a worth-while way.

His real message was a part of his mission as companion director with Dr. Augustus O. Thomas, of the World Federation, to the success of whose meeting in Toronto they were ardently devoted.

The President's Gavel

MISS Caroline Woodruff, Castleton, Vermont, president National Council of Administrative Women, had an unusual opportunity which she improved to the full, in the presentation of the gavel used in the Seattle convention. The wood of this gavel was from a live tree on the farm at Plymouth, Vermont, which is the real home of Calvin Coolidge. Miss Woodruff wrote the President for permission to get the wood for this purpose, and the President not only gave permission, but wrote an appreciative letter, which Miss Woodruff utilized skilfully and artistically in her delightful presentation address.

Administrative Women

UNDER the inspiring leadership of Caroline S. Woodruff, Castleton, Vermont, the National Council of Administrative Women, had the great thrill of the week. At one session there were Aurelia Henry Reinhardt, Florence M. Hale, Mayor Bertha K. Landes, Cornelia S. Adair and Margaret Maguire.

At the other session there were Dr. Josephine Corliss Preston, Mary McSkimmon, Dr. Charl O. Williams, Dr. Susan M. Dorsey, Minnie Jean Nielson, Olive M. Jones, E. Ruth Pyrtle, Lois Randolph, Genevieve Teek, Lillian M. Rogers and Katherine Morton.

Incidentally

SEATTLE had a smoothly working machine, as wonderful in its way as the radio beacon which keeps an airplane on its course, or the synchronism which enables a machine gun to spit bullets between the whirling blades of a propeller.—Post Intelligence.

The flower committee of the teachers under the leadership of Mamie B. Stoecher, president of the Grade Teachers Club, and chairman of the Seattle flower committee, provided more than ten thousand flowers daily. The committee met President Francis G. Blair, Mrs. Blair, and the son, who is secretary to Dr. Blair, with a bunch of Fleur-de-lis. In the rooms of officers of the National Education Association, of persons on the program and other persons of professional prominence there was a vase of Fleur-de-lis the first day, and of some seasonable flowers each day. President Blair's suite was also abundantly supplied with fruit, yes, and confectionery.

Harold W. Foght while at the meeting in Seattle was notified of his election to the presidency of the Municipal University of Wichita.

Never has any hospitality been better in quantity or quality than at Seattle.

In membership at the beginning of this year California led in the National Education Association with 17,924, while Pennsylvania was a close second with 17,650. Ohio, 14,507, and Michigan, 10,311 were the second pair. Illinois 9,303, and New York, 9,270 were the third pair, their difference being 33.

The fourth pair of states were New Jersey, 6,488, and Indiana, 6,439, a difference of only 49. The fifth pair were Washington State, 5,465, and Massachusetts, 5,415, a difference of 50. The next pair were Colorado, 4,450, and Wisconsin, 3,926, a difference of 524.

Arthur H. Chamberlain is the senior living official in a major position for three successive years before 1911. He was treasurer in the Cleveland, Denver and Boston meetings, a real hectic period. This experience of his accounts for his notable service in connection with the meetings of 1926 and 1927.

J. Herbert Kelley, executive secretary of the Pennsylvania State Association, one of the largest state associations, took an heroic stand on the desirability of having teachers and other educators take a prominent part in promoting educational legislation. His position on a program of a general session was probably as courageous an utterance as anything said in Seattle.

Professional lobbyists protest against lobbying of professionalists and sooner or later there will be a stand-up-and-be-counted settlement of this question, and Mr. Kelley took a noble stand on this vital issue.

Dr. George D. Strayer's prominence in the last ten years was invaluable in the transition from the traditional Committee on Resolutions in which the committee was always appointed at the meeting when the resolutions were acted upon. At Seattle the Resolutions were framed by the committee appointed at Philadelphia and was informally in session at Dallas, and had several meetings at Seattle. No one is more familiar with the workings of the Association of recent years than is he.

Pauline B. Williamson, head of the Bureau of Education, Metropolitan Life Insurance Company, New York City, directed the affairs of Health Education skilfully, yes, and artistically.

Among the new voices was that of Superintendent R. L. Jones of Memphis, Tenn., whose response to the addresses of welcome was one of the most universally appreciated responses to which we have listened. The closing paragraph was nearest a classic than anything heard in the 300 addresses of the various sessions.

George D. Strayer's championship of the Resolutions Committee, when for the first time there was a distinction between the functioning of the committee created in 1926, in the meeting of 1927, and the committee, of which Joseph Rosieu is chairman, which is to function for the Minneapolis meeting. For the first time the resolutions of Dr. Strayer's committee had been in the crucible for twelve months. This gave high significance to these resolutions and will enhance the value of all resolutions hereafter.

Jesse H. Newlon has never appeared to better advantage than in his sane and convincing study of the problems being thrust upon us by the prominence of several professional interests in the established and in the establishment of departments of the Association.

Arthur H. Chamberlain's solution of the problems being created by the new relation of State Associations to the National Education Association revealed his superiority in clear thinking, in threading our way through the complex mazes that might be perilous. Mr. Chamberlain is the only member of the Association who has had a vital part in the evolution of a State Association from its inception to its supremacy as the greatest of them all.

Olive M. Jones made it entirely clear that there is tragic need of immediate action in providing for retired and retiring teachers and that nothing adequate can be done unless there is more heroic financial response on the part of everybody. There is developed a flood of immediate needs with a faint and visionary sentimentality as to providing for the multitude of cases from every section of the country. Nothing was more vitally important in the meeting of 1927 than threatened tragedy of financial anemia in the N. E. A. in meeting this crisis.

Nothing was more universally gratifying than the return of Dr. Philander P. Claxton to the forefront among the leaders of the Association, and he was never more masterful in the presentation of important matters than at Seattle and no one of the leaders stood out more distinctly in thought or tactfulness than did he.

Anna Thompson, Kansas City. Missouri, president of Classroom Teachers' Department, has rendered important service and was attractively efficient in leadership at Seattle.

Dean Frederick E. Bolton of the State University of Washington, is not only one of the professional leaders of the Pacific Northwest, but is one of the best known professional leaders of the Pacific Northwest in all sections of the country. His professional books are among the most sane and virile of their class.

Speech correction has never been as prominent as in this meeting. There were twelve set addresses in the two sessions of "The Conference of Corrective Speech Teachers."

The most unusual papers were the "Evolution of Some Recent Novels," by Professor Frederick S. Dunn, State University of Oregon, and "The Art of Italy, in Relation to the Life of the People."

David Thompson, acting president of the University of Washington, did the honors for the University gracefully, and everyway acceptably to every one.

Dr. John J. Tigert was on several important programmes and the recognition of his leadership was never more generally evidenced.

Dr. William M. Davidson's presentation of the new approach of the campaign for securing Congressional action in creating a Federal Department of Education with a secretary in the President's Cabinet, was clean cut in argument, and forceful in statement. It was his first appearance as official leader in the legislative arena.

David A. Ward, superintendent, Wilmington, Delaware, rallied an exceptionally large number of speakers for his two sessions, "School Garden Association of America," and they magnified the advantage and necessity of promoting a knowledge of nature and a love of plant and animal life as they function in city as well as in the country.

Whatever service the Toronto meeting of the World Federation of Education Associations renders the world will depend upon the extent to which the delegates literally represent the Education Associations of the world. It will be no easy matter for any delegates to represent the 170,000 members of the National Education Association.

Some Notable Addresses

Teacher Power Plus Parent Power

By JOY ELMER MORGAN
Editor, Journal of the National Education Association

AMERICA'S crime bill could be reduced one-half within a few years by closer co-operation between teachers and parent. Our children are what we make them, and when youth goes wrong we need to face squarely the causes of the breakdown. Teachers of long service testify that they have never known a single case of juvenile crime where school and home conditions were both right. The first duty of every teacher and every parent is the individual child, for which they are jointly responsible. It is their duty to love that child, to know him, to inspire him, to help him to grow—not just in the mastery of petty accuracies, but in health, in home membership, in learning power, in citizenship, in vocation, in ability to use his leisure wisely, and in ethical character. Many teachers are now given so heavy a load that they have little time or energy to visit homes and know the children.

Next to this duty to the individual child, the combined power of parents and teachers is needed to make our communities clean, beautiful and happy—fit places for child growth. There are in every community forces that seek to profit by lowering standards of health or decency.

Within each state our forces need to unite on a program of higher qualifications for teachers. Nothing else compares with this in importance. Whole states are asleep in the matter. They are willing to accept high school graduates of less at a time when college graduation, with professional training, is needed as much for teachers as it is for surgeons or engineers.

Within the nation our forces should renew their efforts for a Department of Education, with a secretary in the President's cabinet. This measure is ripe for passage. Every child is growing into citizenship in the nation as well as in the state and the locality. To provide a fact-finding department in the national government, is the least we can afford to do for him as a nation.

Let us recognize also that we are preparing youth for a part in the larger world and join our power in behalf of the outlawry of war and other movements looking toward world justice and good will.

The parent teacher movement is worldwide. It touches deepest interest the race knows. The new age calls for intelligent, devoted parents, and for professionally trained teachers, if youth in its growth and power is to keep pace with the gigantic material advance of our time.

Vacations and Sabbatical Year

By WILLIAM F. WEBSTER
Superintendent, Minneapolis

EDUCATION is the greatest business of any nation today.

Among civilized peoples no other enterprise rivals it, either in money expended or in persons engaged.

Twenty-five millions of children and youth led by 800,000 teachers, supported by $2,000,000,000 a year measure the extent of the undertaking. Had a traveler visited northern France or merry England 500 years ago, he might have written in his diary: "Everywhere I have been amazed by the great crowds of workers, hewers of wood, cutters of stone, shapers of iron and brass; and within veritable forests of poles, cathedrals rise to testify to the peoples' enthusiasm for religion." It may be that a diary is now being written by some stranger, and his record may some day be read: "Everywhere I went throughout the whole of that prosperous country, great schoolhouses, marvelously equipped with everything that can contribute to the completest life of all the people, were rising to show a nation's confidence in education. In the streets of the cities thousands of children can be heard laughing and shouting on their way to school; while in the country every morning the roads are lined with boys and girls carrying their books and lunches to the school house at the crossroads. The twentieth century in America is the age of schools, as the fifteenth century had been the age of cathedrals."

If education is the greatest activity of a people, it naturally follows that teaching is the most honorable profession. Educators have set a high mark for their labors—no less than to establish in youth the habit of being well and the love of abounding health; to furnish forth boys and girls so that the great world shall be no unsolvable riddle and with confidence they shall take their places in industry; from little childhood to instill in their minds the obligation which lies upon him who rules as truly as upon him who obeys; to teach youth to fill up the lengthening hours of leisure with things worth while and always to play the game square like honorable men.

Yet when we enter the field of teaching, the standards set for other professions do not maintain. You have all visualized that line of teachers as pictured by Bagley, and remember that 150,000 passed by the reviewing stand before one was reached who had taught two years, and one-half the line before the first one who had taught four years appeared. A study made

by the Chicago High School Teachers' Club in 1914 reads: "We have it on government authority that after ten years, only five per cent. of teachers remain in the profession; after twenty years less than four per cent." The average term of service has lengthened since 1914; but it is doubtful whether it has reached eight years, even to-day. In Minneapolis this last year, twenty-five per cent. had taught ten years, and only seventeen per cent. had taught twenty-one years or more. Again that famous line is in review, and twenty-five per cent. had passed before one was reached who was twenty-one years of age, and 300,000 had skipped by before one sedate teacher with four years' of experience was reached.

The Teacher and the Legislature

By J. HERBERT KELLEY

Pennsylvania State Education Association

THE teacher has as much right to lobby in the legislature as a doctor, a lawyer, or an engineer; also a teachers' organization has as much right to maintain its committees in the state capital during the legislative session as has the State Chamber of Commerce, the League of Women Voters, the State Federation of Labor or the State Grange.

It does not follow, however, that having the right, it is expedient for a teacher or a teachers' organization to exercise that right at all times; but there are times and occasions when it is imperative that the right should be exercised.

Teachers organizations as a whole are altruistic in their purposes, but to date, the positive achievements of far too many of them consist of tax measures, salary schedules, tenure acts, and retirement systems. These results in the public mind, savor of advancing the interests of teachers, rather than of promoting the education of the child.

These good objectives could have been attained with less public criticism had teachers emphasized higher qualifications for themselves, teaching efficiency during their active service and retirement allowances as deferred salaries. They should focus their attention on constructive work, such as right procedures by the federal government in educational matters, by state and local boards of education and by state department staffs; and equitable distribution of public funds to give every child a square deal.

By promoting the general educational welfare, by fostering professional zeal and by advancing educational standards, teachers will win the respect and good will of the tax paying public, who, in turn, will gladly, through their representatives in the legislature, enact the provisions which will make them comfortable in their work. Salaries, tenure, and retirement allowances will come as a byproduct of qualifications, efficiency, and professional spirit. If we aim at the former, we make recognition of the latter tardy and reluctant. If we aim at the latter, we enlist the active co-operation of the legislator and taxpayer, who cheerfully grant the former as means of securing the latter.

The Hard-of-Hearing Child

By J. M. GWINN

Superintendent, San Francisco

EDUCATION today, in response to the ideal that each child must be given his full chance, has been making scientifically determined inventories of the latent and achieved abilities of each child. These inventories have revealed facts and conditions appalling and have stirred society somewhat to its responsibility and duty to many classes of handicapped children and to a consciousness of the dependence of society itself upon the welfare of these less fortunate members.

Whatever sins of commission may be charged against education today, they are dwarfed almost into nothing when compared with the cruelty and waste of human life, due to the omissions in the programs of education of the "good old days."

Is it not appalling to know that there are three million children in the United States with impaired hearing; that a large proportion of the two million, four hundred thousand of these children, which taken in time are curable, have not so been taken and cured? Is it not appalling that most of the six hundred thousand incurable cases of progressive deafness demanding a special educational program have not been provided with this program?

These hard of hearing children by the thousands and hundreds of thousands have not had the attention they need and merit due to our not knowing they were hard of hearing. We thought they were stupid or inattentive. We have been looking for mutual subnormality, for bad teeth and defective eyes, for bad habits of eating, and have until recently neglected to test the hearing of children. When we looked into the ears of the child it was always a matter of hygiene.

Now that attention has been called to the fact that children with even slight hearing defects are three and one-half times as apt to be retarded as children with unimpaired hearing, surveys are being made all over the United States to find the children with defective hear-

ing, so that they may be given whatever they require in the way of medical and surgical aid or special education.

Right Ideas and Ideals

By WILLIAM H. HOLMES
Superintendent, Mount Vernon, New York

PROFESSOR William James once said that the aim of education was to lead one to tell a good man when he saw him.

In Dr. David Starr Jordan's book of essays, "The Care and Culture of Men," he states that one of the graduates of Stanford, who had been out of college for some years, complained that college did not teach him to tell the difference between men. For example, he said, that so far as his education was concerned he was not led to discriminate between an unprincipled despot like Napoleon and a great public servant like George Washington, nor between a clever politician like Mark Hanna and a great statesman and public benefactor like Abraham Lincoln.

Such an outcome as largely the result of failure to give the development of conduct its appropriate place in education. Good conduct is really the end and aim of all education, yet it has been given a subordinate place in the program of the schools, the idea being that it will be developed from incidental teaching. Educators are coming more and more to see that it is necessary to present ideas and ideals of what is right in conduct if we wish boys and girls to have the guide lines that will lead them to right social acts.

This does not mean that children should be swamped in the consideration of a vast number of ethical ideas and ideals as is often the case when schools try to teach a great number of virtues in set lessons on ethics. There are, however, certain great fundamentals of living that should be stressed all along the line in school work. At least one well-known sociologist has presented these essentials under four heads: Honesty, self-control, industriousness, and co-operation. Under these four heads can be included all the other minor virtues that make for the building of possibilities and good conduct.

Honesty, of course, includes the square deal, keeping one's promises, and all that comes under the term dependability. It means being honest with one's self as well as being honest with one's fellows. Boys and girls need to know the various forms that honesty and dishonesty take in the work of the school from the kindergarten through the secondary grades.

Self-control is an essential element of the new education. It also means governing one's desires, passions, and prejudices. It also means having courage to do the right because it is right, and doing one's duty both with and without supervision. Under the old school regime, obedience was stressed, obedience to parents, to law, and to those in authority, but obedience means little unless it comes from the authority or control which one has over himself. It is intelligent, willing obedience, that comes from self control, that the modern school is seeking to develop.

Industriousness is a broad element of character, including the joy or spirit of work and good workmanship. Industriousness is a modern development; the savage works only when he needs food, shelter or protection. The spirit of work if properly developed, should lead the worker to do his best,—to do a piece of work so that it will bear his name with honor and credit. The good will or good name that comes from work well done is a precious possession both in its spiritual and material values.

The fourth essential of living that needs to be stressed in school so that boys and girls will have correct standards for judging both their own and the conduct of others, is the social spirit or co-operation. Co-operation is perhaps the biggest of the modern virtues, including as it does, the feeling of responsibility, and the willingness on the part of the individual to do his best, both as an individual and as a group worker, to bring about worth while social and civic ends. Through willingness to co-operate in team play of the many activities connected with the schools, both within and outside the regular school hours, boys and girls develop the spirit of co-operation so that they will be willing to do their share in the many group activities that are included in the term, good citizenship.. Futhermore, the man or the woman who is really a co-operator has all the essentials of true religion which, in the end, is nothing more than co-operation for the common good, under the inspiration of all the highest ideals, both human and divine.

These four essentials of living can be brought home to boys and girls again and again in the great characters of history and in the example of the lives of men and women in the community who are doing real civic and social service. They constitute a four-ply measuring rod of character, and until boys and girls or men and women have such a standard measuring rod, with which to test their own characters, as well as the characters of their companions, and other personalities that they meet in their own environment and in the pages of books, both of history and of fiction, they can-

not be expected to develop the right type of conduct.

Assisting in Health Teaching

By PAULINE BROOKS WILLIAMSON

Metropolitan Life Insurance Company, New York City

THE classroom teacher holds a strategic position in the modern school health program.

The classroom teacher, is in a position to inspire her pupils with an appreciation of what health means, to guide them in securing needed information, and to influence them in applying these principles in their own lives. In doing this, she needs sympathetic co-operation of parents, and has a right to expect skilful guidance from educational and health officials and provision of modern equipment, as well as healthful environment for herself and pupils. The teacher is asking for definite, concrete suggestions for solving problems that arise daily. She does not want a program imposed on her from without, but material that appeals to her imagination, and stimulates thought.

Neither health or educational authorities are prepared to answer all the questions teachers are asking, but we are aware of the mood for further knowledge. Research groups are endeavoring to ascertain the relative importance of certain scientific facts and the relative value of various pedagogical methods as well as of environmental factors.

Rapid progress is being made, but more assistance is needed. The successful teacher cares about the welfare of her pupils and is demanding more help in developing the personality of the child as a whole—all phases; physical, mental, moral, social and spiritual.

The health of the children of today and of future generations depends to a great extent upon the aid we give the classroom teacher now.

The Relation Committees

By JESSE H. NEWLON

Superintendent, Denver

THE Association can never function without committees, but the committee habit is so strong on the American people that a tendency to rely too much on committees must always be combated. There are certain defects in the present plan:—

1. The tendency to create too many committees.

2. The tendency to make these committees too large.

3. The tendency of committees to continue their deliberations over many years.

4. The tendency of some to look upon committee appointments as carrying with them opportunities for junketing trips.

5. Committees with important work to do have been compelled to hold their sessions in connection with annual meetings where the distractions are such as to make careful deliberation next to impossible.

6. The tendency to appoint committees that duplicate the work of departments.

During the last three or four years a vigorous attempt has been made by the presidents of the Association to correct these evils, with the result that today there is less duplication of effort and the programs of the Representative Assembly are devoted less merely to hearing the reports of committees and more to the discussion of Association problems. A larger amount of the funds of the Association has been made available for research work.

Some of the great committees of the Association have influenced most profoundly, through their reports, the course of American education. To this end, committees must not be too large or too numerous, and they must have financial resources adequate to make possible meetings at other times than amid the distractions of a great convention.

One of the most serious defects is that of duplicating the work of departments through the appointment of committees reporting to the Representative Assembly

Explanatory Courses

By EUGENE S. BRIGGS

Superintendent, Okmulgee, Oklahoma

IN the busy workaday world of today with its creeds and its issues, the school must stand fast and provide plain and sensible guidance for the boys and girls at the age when they are groping about for help.

After trying work in fourteen different fields of activity, "getting out and getting under," "shooting the trouble," driving a nail, cutting a pattern in tin, chasing down a reference and completing an argument in public speaking, typing letters from notes in shorthand, making translations, creating designs in art, listening to and reproducing melodies and overtures in music, sane choices may be made. Since so much unhappiness results from wrong choices, does it not appear reasonable that his is the only fair way for the child to proceed? Too long we have either made his choices for him, casting him in a ready-made mold or have allowed him to grope blindly through the darkness of ignorance into the first job that happens along.

As a means of providing these experiences for every girl and boy, try out courses called "finding and broadening" courses have been used in Okmulgee for the past eight years. We believe they are meeting the needs, supplying the experiences and fruiting happiness.

The World Federation of Education

By AUGUSTUS O. THOMAS
State Commissioner of Education, Maine

THE sporting trait of the French people made them forget the obnoxious debt issue when Captain Lindbergh landed at Le Bourget.

Sporting blood is the most common blood of the human race and should be utilized in bringing about international understandings and in relieving national jealousies and racial hatreds. It is a trait worth cultivating. We seldom have trouble with a good sportsman. Through this element we are closer to the French people today than we have been since the Armistice. Much international trouble comes from intellectual rather than economic or political difficulties. The sporting element is closely allied to the social side of life. We need to cultivate each other in order to clear away misunderstandings. Ignorance causes misunderstandings. Misunderstandings cause hatreds and hatreds cause war. War, therefore, becomes an intellectual problem.

Our schools can do more than any other influence to break down the wall of prejudice. The sporting sense should be developed. It is the "wooden horse," by means of which we can break into the walled city of human hatreds. It will strip the mask of deceit from the face of racial and national jealousies. If the nations can be brought together and can find a common interest to absorb their attention, they would make more wholesome treaties on economic and diplomatic issues. Baseball enthusiasts can visit all night about their famous players and the great games they have witnessed. Golf players have a common topic to cement friendships. Connoisseurs of antiquities never tire of each other. Many lasting friendships have been found on the links, the gridirons and the diamonds. If the schools have a world-wide mission, it is to clear up the idea that some are the chosen people and that some are born superior to others in human rights. The Declaration of American Independence that "all men are created free and equal in certain inalienable rights," should be a world-wide principle, the teaching of which will do much to enhance the value of the Golden Rule at home and abroad.

It is the mission of the World Federation to bring together the leaders of youth and form social and professional contacts which will enable them to see the way more clearly and thus lead the rising generation to right thinking and right attitudes.

Professional Status of Teachers

By FLORENCE HALE
State Department of Education, Maine.

THERE is an unusually close connection between the Economic and Professional Status of the rural teacher.

Indeed, it can scarcely be said that there is as yet a distinct rural teaching profession. This is due almost entirely to economic conditions. No line of work can become professional that is made up of a constantly changing body of workers. The most discouraging handicap that rural supervisors and administrators, in general, face, is the constant turn-over in the personnel each year of teachers in rural communities. This is largely due to three conditions—the smaller salaries still paid, the poorer living conditions, and the lesser chance for professional recognition and advancement. In those places where the salaries have been raised to an even level with town and city teachers, it is found that the "turn over" is much less, especially if living conditions approximate these others in modern conveniences, chance for privacy, etc.

Next to the economic need in order to professionalize rural education, is the necessity to build up constantly a different point of view. Even yet, the majority of teachers look upon the rural school only as stepping stones, and think of promotion only in terms of getting into a so-called "graded system." This point of view in any department destroys professional spirit. As I have said in another department, the greatest chance for any line of education to become solidly professional is when teachers can select the type of teaching they love and are fitted for and find their "promotion" as to salary and honor right there in that work, without having to transfer to some other so-called "higher" type of educational position for promotion!

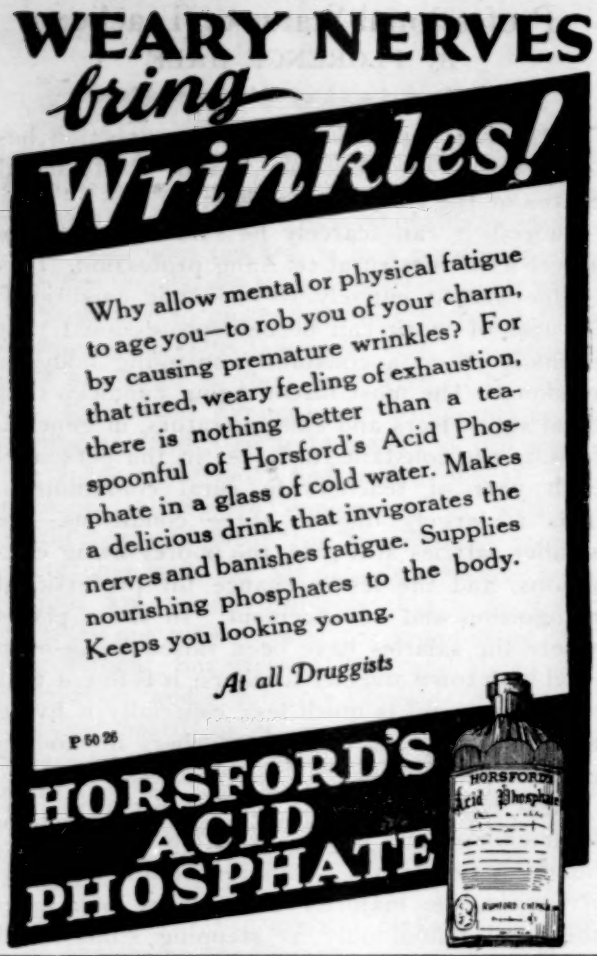
The economic situation is improving, but there must be constant effort to better it. The purely professional side of rural teaching is beginning to show a gratifying improvement. This is due to the fact that already recognition is being given to it as a distinct profession in itself and avenues of professional advancement are opening up within its own confines.

The Teacher and School Board

By E. E. OBERHOLTZER
Superintendent, Houston, Texas

THE Board of Education and its teachers are interdependent.

The definition of the relationship is insignificant in comparison with the actual accomplishment. It is assumed by the speaker that for the purpose of discussion these relationships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may be classified somewhat generally as follows:

1. Legal—that having to do with the provision of law.
2. Administrative—that having to do with measures of control, both delegated and direct.
3. Supervisory—that having to do with direction and improvement of the teaching service, which for the most part has become a delegated function.
4. Professional—that which has to do with preparation for and performance of efficient teaching service.

The legal relationship of the teacher to the Board of Education is largely defined in terms of law, supplemented by regulations both specific and implied. The first obligation of both parties is to understand these relations and to exercise the chief qualities of good citizenship, viz., obedience to law.

In the field of administration much depends upon the organization through which the schools are conducted. Such relationship varies from the small community, where the teacher has direct relation to the Board of Education, to the large city, where the teacher has indirect relation through the chief executive and other administrative officers. In administration of any organization, there are four general phases, viz.,

a. Statement of aims or purpose.
b. Policy making.
c. Executing, operating or managing.
d. Checking and evaluating results.

So in the field of practice, more and more the Board of Education is the controlling agency for legislation and final action on policy. The other functions of administration are usually delegated to the superintendent as chief executive and administrator. The relationship of the teacher to the administration is, therefore, largely the relationship of the teacher to the superintendent and his assistants. The superintendent must be scientific and professional, as well as practical in the interpretation of his functions. He must have freedom to work unhampered; he must give inspiration and he must be as truly creative as any of his research workers or advisers in understanding and modifying technique and procedure. The wise administrator counsels, procures co-operation and participation from the teachers in both the setting up and the achievement of goals. Moreover, the teacher must be privileged to enter into and help initiate the new movements, as well as enjoy the satisfaction which comes from such achievements. Each must see the relationship of the other to the whole undertaking.

Turning to the field of supervision, it is found that the teacher's relationship to the Board of Education is governed chiefly by the relationship existing between himself and the various co-workers to whom has been delegated the authority of supervision. There is no well-defined line where administration stops and supervision begins, but the emphasis in supervision is placed more directly upon the teaching process and the work of the classroom. Supervision, whether direct or indirect, must deal specifically with the problems of the classroom and for the benefit of the learner. Effective supervision has for its objectives the improvement of the teacher in the service, the improvement of the quality of instruction, the establishment of well defined and achievable goals of attainment, the co-ordination of all work, both as to quality and quantity, and, perhaps, most important of all, the adaptation of the teaching process and the curriculum to the particular needs of the child. These objectives centre about the teacher-child-relationship and must be carried on largely in the field of practice.

Educational progress is, therefore, dependent on the teacher's progress and ability to meet these human and professional responsibilities. For as teachers become scientists in a functional sense and humanists in an interpretive sense, both relationship and accomplishments become merged in the absorbing and altruistic service, the highest goal of the teaching profession.

EDUCATION IN ACTION

Mail Instruction Supplants Schools

Two isolated primary schools in the vicinity of Auckland, N. Z., located on an island near the entrance to the Hauriki Gulf, which is the seaway approach to the city of Auckland, have been closed by the Auckland Education Board and the teaching of the pupils is being conducted by correspondence. The change is believed in New Zealand to be a new departure. The success of the instruction is dependent on the parents, as it is largely through their efforts that the work is carried out. In the case of the two schools closed the combined attendance had been reduced to seven pupils.

Filipino Scholarship Awards Are Approved

For the first time scholarships will be awarded upon examination to Filipinos in the United States who wish to pursue post-graduate studies or other courses in educational institutions of this country as pensionados of the Philippine government. The Civil Service Commission will conduct the examinations at the request of the Bureau of Insular Affairs. Beneficiaries of the scholarships will be required to contract to work for the Philippine government for a specified length of time after the educational courses are completed. The appointees will be given a pension of $40 a month, tuition, and actual and necessary traveling expenses in the United States.

A Small-College View Of Increased Tuition Fees

Wiley Lin Hurie, president of the College of the Ozarks, Clarksville,Ark., in a letter to the New York Times took exception to the statement made by John D. Rockefeller, Jr., who declared that today the majority of the students go to college for a good time, for social considerations or to fit themselves to earn money, and that the idea of service to the community is no longer the chief consideration. He said in part that "Mr. Rockefeller's statement may be true of the student of the great universities. There are a few thousand in the South and Southwest, at least, who enter college with the same aims and purposes which actuated those who sought an education in the early years of our Colonial and national life. Certainly Mr. Rockefeller is right in his assertion that parents who send their children to college to give them a good time, to acquire social standing or to fit them to earn large sums of money should pay the full cost of their children's education, but what of the eighty-five or ninety per cent. of the students in our colleges of the Southwest, who earn their own expenses and come to college to train and fit themselves for the larger service? The tuition of these small colleges is much lower than that of the colleges of the North and East, but if it were to be raised it would mean the closing of the door to a majority of the students who come to fit themselves to value life correctly and go out into the world as those who have much to give rather than as those who have much to receive. The South rejoices in the large gifts to Eastern and Northern universities, and sends its sons to them for advanced study whenever it can, but it needs some share of the great millions to improve its own colleges and provide adequate training for the thousands who cannot find their way out to the Eastern centres of learning and who, if they are educated at all, will have to receive that education in colleges near at hand, and most of them in colleges in which they can pay for their own education by the labor of their own hands."

Student Makes New Telescope

With a section of stovepipe and a piece of plate glass, Gilbert Lueninghoeher, student at Midland College, Fremont, Neb., has made a powerful telescope. It took him ten months. He fashioned the glass into a parabolic mirror, the most important part of the instrument, by more than a hundred hours of grinding, polishing and figuring. In the final polishing he effaced, by hand, irregularities of less than one one-hundred-thousandth of an inch. He took a piece of ten-inch stovepipe and painted it black and white to make the barrel of the telescope. Except for a right angle prism and an eye-piece, the whole instrument is hand made. The device has a magnifying power of ninety diameters.

Motion Picture Library for Harvard

A library of motion picture films will be established at Harvard University. The film library will be inaugurated by the department of fine arts of the university in association with the Fogg Art Museum and the university library. The standard of choice, it has been announced, will be "films which justify themselves as worthy of preservation as works of art," and selection will be made annually by a committee of the Harvard faculty. A feature of the innovation will be an annual or semi-annual formal presentation of the films before members of the university and their guests.

Chicago Workers Attend Schools

Industrial apprentices to the number of 2,500 are enrolled for academic and technical training in Chicago schools. The work is supported by the trade unions and employes, and standards of attendance, application, and achievement are maintained. Numerous trades are represented in the student body.

All the Family College Graduates

When William M. Jewell of Lawrence, Mass., was graduated from Harvard University this summer he completed the family circle of college graduates. Ernest C. Jewell, father of William, was a graduate of Harvard in the class of 1896. Mrs. Ernest C. Jewell, mother of William, was a graduate of Boston University in the class of 1897. Miss Emily Jewell, sister of William, was a graduate of Boston University in the class of 1925. It is interesting to note that the son has a degree from the father's college and the daughter a degree from the mother's college. Mr. Jewell, the husband and father, is head of the mathematics department in the Lawrence High School.

Teachers' Councils Proving Valuable

The teachers' council, as an agency through which the superintendent of schools, the Board of Education, and the teaching corps arrive at a mutual understanding of the schools, is growing in favor throughout the country, according to the Bureau of Education. W. S. Deffenbaugh, chief of the City School Division, explained that the purpose of the council is fourfold: first, to raise standards of teaching; second, to encourage professional improvement; third, to foster better understandings, and fourth, to give the teachers a voice in shaping educational policies. The councils, he said, consider such questions as courses of study, textbooks, rating and promotion, supervision, physical equipment of schools, relation of school to community, salaries and pensions, and leaves of absence.

School Pension System Grows

There are now 17,657 active members of the Teachers' Retirement Board Fund of Massachusetts, according to the annual report of that board for the year ending December 31, 1926. Of these, 4,694 are teachers who voluntarily joined the association, having served in Massachusetts prior to July 1, 1914, and 612,963 are teachers who were required to join, having entered the service since that date. Each year there has been an increase in the deposits of members, the deposits for the year 1926 amounting to $1,464,499.93 an increase of $139,573.11 over the deposits for the preceding year. One hundred thirty-nine teachers retired in 1926.

Steady Progress Shown In Public School System

Massachusetts ranks seventh in days its public schools are in session and eleventh in days attended by each pupil enrolled, the Bureau of Eduration has found, as a result of a nation-wide investigation. The public school enrollment for the country is about 738,000. For the United States as a whole, the average length of the school session is 168.3 days. The average number of days attended by each pupil enrolled is 132.5 for the country as a whole. Every state now has a law which requires children between certain age limits to attend school a stipulated time, but the Bureau found that the effectiveness of these compulsory education laws depends upon the machinery set up for their enforcement. In all states, compulsory education laws are now bulwarked by child labor laws. There is a general trend toward better school bhildings, more pronounced, however, in the cities than in rural districts.

College Gains Will Continue

The unprecedented popularity of American college education, which is now drawing 850,000 young men and women yearly to institutions of higher learning, is likely to go on increasing for twenty-five years at least, according to Dr. Frank L. McVey, president of the University of Kentucky. "The remarkable prosperity of the United States will provide the economic basis for sending more children to college, rather than fewer," he declared. "The national income of $90,000,000,000 certainly holds out no hope that the numbers will be less, but rather more than they have been.

Girl Graduates of Today Sure of Life's Duties

Women seniors in leading colleges and universities from East to West in a reply to a specially prepared query presented to them recently showed that definite decisions as to occupation after graduation were entertained in almost every case. They seemed to know what they wanted and were preparing to go after it. Teaching led as the most popular decision. Among the other future occupations named were oil geologist, historical research, medicine, law, acting, nursing, psychologist, bookselling, publicity and business. The general idea seemed to be that college should result in executive positions. Marriage is to occupy several of the seniors soon after graduation and most of the replies describe it as a career in itself. The general verdict favored college training as time gained.

School Centre Plan Growing

"American people are no longer satisfied for their school buildings, erected usually at heavy cost, to be used only for day classes in ordinary instruction. Such loss of educational opportunity is not to be endured with complacency. Furthermore, idleness during six-sevenths of the hours of the year is contrary to the principle of full utilization of plant, and it means waste of investment that is abhorrent to a nation which prides itself upon its business sense." This is why, in the opinion of John J. Tigert, commissioner of education, there has been wide extension of the use of schoolhouses for social, recreational and community purposes. Thirty states now definitely provide for such use. Some of the larger cities maintain special agencies which direct the extended use of their schoolhouses. Public schoolhouses are now used for night schools, lectures, entertainments, society meetings, civic occasions, athletics, clubs and classes, quiet games and study, dancing, various social occasions from banquets to pie socials and co-operative activities, including community musicals and picnics.

German Schools Employ Lone Woman Professor

Despite the advance of feminism, it is reported that in all Germany there is only one woman occupying a professor's chair. This is Frau Professor von Wrangel, at the Agricultural High School of Hohenheim, near Stuttgart, Wuertemberg. In al' the universities there is not one. In Italy, however, there are at least four. The contrast between these brief lists and the long roll of women professors in America is impressive.

Think Rhodes Scholars Fail

Rhodes scholars are a failure because they do not become prominent in America after their return from Oxford, the Rt. Hon. Herbert A. L. Fisher, warden of New College, Oxford, and a trustee of the Rhodes fund, believes. Professor J. O. Beaty of Southern Methodist University stated Mr. Fisher's views in a report to the trustees of the foundation. Mr. Fisher, former president of the board of education of Great Britain, thinks that President Aydelotte of Swarth-

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BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
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more is the only Rhodes scholar who has truly become an international figure, "whereas, according to the dream of Mr. Rhodes, the ex-Rhodes scholars would now be 'running the country.'" Professor Beaty maintains, however, that "the Rhodes scholars of any given year would compare favorably with members of any other group of American men of similar age." He points out that "the total number of Rhodes scholars in proportion to the tens of thousands of college graduates in any given year is very small, and that some ex-Rhodes scholars on their return to America reflect in an exaggerated way English mannerisms that are not typical of the best Englishman, and consequently make many Americans look with some distrust on their foreign education."

Nations Far From Speechless

Harvard students who heard Professor Henry Alexander, of Queene's University, Ontario, recently say that there is no such thing as an American language, and who have since noted George Bernard Shaw holds there is no such thing as correct English speech, are wondering where that leaves them, and the rest of the supposedly more or less English-speaking races. Speechless? Far from it. For Mr. Shaw, while asserting to his audience of American and British poets, writers and scholars that speech is beyond standardization, added facetiously that there are 42, 767,500 dialects used in Britain. If the variety of dialects in England is limited only by the number of individuals, the United States may rejoice in 117,135,817 varieties, according to the last census.

New York Assemblyman Plans to Go to College

During the same month when his daughter, Miss Anna Ricca, enters a junior high school in Brooklyn, N. Y., Assemblyman Joseph F. Ricca, thirty-seven years old, will matriculate as a freshman in Long Island University. He will study law with a view of passing the state bar examinations. And all this time he will attend to his duties as a member of the New York State Legislature, look after his real estate and insurance business and support a wife and three children. When questioned as to his rather intensive program, Assemblyman Ricca said: "Oh, I'll find time for it all right. I won't be doing any more than lots of youngsters who have to support themselves, help their families and still manage to get an education. It will be merely a matter of a few hours' study at night." His daughter said she would race her father through the next four years, to see who could get the best marks.

TREND OF THE TIMES

MINERAL OIL was first discovered on this continent 300 years ago. The tercentenary was recently observed in Cuba, a village in Central New York, where a missionary "discovered" an oil spring from the Indians in 1627. The red man had long known the spring, but valued its waters for medicinal purposes only. Maps of 1755 mark oily springs near the mouth of Oil Creek on the Allegheny River. Petroleum was first refined at Pittsburg in 1854. Five years later oil was found by Edwin L. Drake at the headwaters of the Allegheny.

CITYWARD EXODUS from the country can be stopped, according to William M. Jardine, secretary of agriculture. "If we are to develop a fuller and richer rural life, if we are to make farm life and the farmhome sufficiently attractive to keep the best farmers in rural communities, we must pay more attention to the technical principles of rural consumption. That is to say, we must assist the rural communities to achieve the highest possible standard of living on their income," he asserted.

GREAT GROWTH of Canadian trade with the United States during the sixty years which have elapsed since confederation, is graphically revealed in statistics issued by the Trade and Commerce Department of the Canadian Government. From 1867 to 1927, increased from $48,009,700 to $1,167,039,699, or twenty-four times. The total trade in 1900 was only a trifle over three times as great as that in 1868.

AVIATION ANSWERS the old question, "What is an American?" Blood mixtures in the veins of the successful non-stop New York-Paris New York-Germany and San Francisco-Hawaii all-American fliers are Swedish, Irish, Manx, English, Jewish, French, Spanish, Bavarian, Norwegian, and Italian.

LAST YEAR in all Burma, tigers claimed only thirty-eight victims. Poisonous snakes, on the other hand, were responsible for 1,169 deaths.

COMPETITION WITH Ford, in the automobile industry and possible changes in the directorate of the United States Steel Corporation, were suggested to Wall Street by the recent "community of interests" deal, involving du Pont de Nemours & Co., General Motors, and the United States Steel Corporation. The "community chest" would contain sinews of war to the extent of $4,000,000,000. There is some speculation as to whether or no the Federal Trade Commission may regard the transactions in line of a merger, impinging on anti-trust laws.

MACHINERY REACHED a new plane of service during the wheat harvest this year in Kansas, when it enabled a few thousand harvest hands to do the work which formerly required 100,000 or more extra help. New machines in the fields this year numbered 4,112. More than 12,400 combines were operated this year, and with the tractors to pull them, the machinery expenditure represented more than $10,000,000. Electricity is coming into its own on the farms.

PIGS MAY be promoted to the Mohammedan bill of fare. It is said that Mustapha Kemal Pasha may lift the ancient religious ban against the pig, the "unclean" animal of the Moslem world. There has been talk of a pig-raising experiment on the president's big model farm near Angora. He is likely to approve of raising pigs as a food supply, whenever he thinks the Moslems are ready to abandon another of their old religious ideas.

LIFE REMAINS a mystery unsolved by science, admits Dr. W. Mansfield Clark, of the United States Public Health Service. He declared that most investigators who try to explain life were "barking up the wrong tree." Too many unrelated facts and too many false theories, prevent a proper understanding of the life processes, he said.

DIRECT TELEPHONE communication between Stockholm and Paris has been opened. The distance is 706 miles—the line being the longest in Europe. Long-distance telephones are much in use in Sweden—wires connect Stockholm with London, Vienna, Berne and other European capitals.

ONLY ONE nation has paid her war debt to the United States in full. Liberia has that honor. But her total indebtedness was only $35,610.

MARRIAGE as a means of combating crime was urged before the Pennsylvania Council of Republican Women, by Dr. Edwin R. Keedy, of the Pennsylvania University Law school. He reported that most convicts are bachelors.

The BOOK TABLE

THE TEXAS RANGER. A Story of the Southwestern Frontier. By James B. Gillett. In collaboration with Howard R. Driggs. New York University. Cloth. Illustrated. Yonkers-on-Hudson, New York: World Book Company.

At the Dallas meeting the World Book Company's booth at the exhibit featured Captain Gillett's "Texas Ranger" with fine effect. Nothing caught the fancy of the real Texans more than did this display. Captain Gillett is still very much of a Texan, and his portrayal of "The Texas Ranger" catches the fancy of the youth of today in every part of the country.

The Texas ranger still remains the best type of hero for boys of today. Without his cool resourcefulness and intrepid courage the southwestern frontier in the seventies would have been far more perilous.

The book is done in collaboration with Howard R. Driggs of New York University, and is easily and effectively written. The reader absorbs the dramatic history of that early Southwest in such vivid detail that it leaves a lasting impression. He will see for himself the rugged country, the ever present menace of the Indians and cattle thieves, and the dependability of that small heroic band of rangers, fighting against such odds.

The wealth of informative material makes the book historically worthwhile, but beyond that it gives the boy or girl reader a renewed appreciation for devotion to the right and just, and for the heroism which kept the ranger always "on hand" when law and order were in danger.

PSYCHOLOGY OF SECONDARY EDUCATION. By Charles Hubbard Judd, Director of the School of Education of the University of Chicago. Cloth. 555 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus and San Francisco. Ginn and Company.

Dr. Charles H. Judd, more, we think, than any other scientific student of the relation of educational psychology to social psychology, has distinct personality. He has adequate appreciation of educational conventionality, without being in the least fettered by anaemic traditionalism, and he is philosophically adventurous without being intellectually reckless. He has had an unusual experience as a leader in his professional thinking in Yale University before going to Chicago, where he has been a national leader in thinking, writing and speaking for nearly twenty years. Dr. Judd is a philosopher and a psychologist. He masters any subject scientifically, and presents it with his pen skilfully and on the platform artistically.

His "Psychology of Secondary Education" has all of his scholastic clearness and to that is added a practical application to present professional needs that is matchless.

THE LAND OF WILLIAM TELL. By Jay Earl Thompson, Principal of Elementary School, Jersey School. Cloth. Illustrated. Richmond, Virginia: Johnson Publishing Company.

No name in history has been more fascinating than that of William Tell and no man has done more to make his country beloved by the children of the civilized world than William Tell, of Switzerland, and "The Land of William Tell" uses the thrillingly heroic tale of the lad and his bow and arrow as the introduction to the scenic charms and civic glory of the Switzerland of today. "The Land of William Tell" is good geography, good history, good civics and best of all, glorifies human nature in its noblest sentiment.

FEAR: THE AUTOBIOGRAPHY OF JAMES EDWARDS. By John Rathbone Oliver. Cloth. 366 pages. New York: The Macmillan Company.

We have not read the book, we read into it here and there. It is not a professional book, is not a book that we are likely to read, certainly not one that we would think of reviewing, so we print the publishers' slip for the reviewers, something that we do not recall having done in several years.

After reading this work in the proof stage, a gifted critic freed his mind as follows:—

The only introduction this book needs is that the intending (or non-intending) buyer should be asked to read the first ten pages. The rest will take care of itself. There is "no fear" that any normal reader, whether he be interested in religion and psychology or not, will be able to let go of this extraordinary book after that. It will take care of itself and of him into the bargain and will draw him irresistibly toward its conclusion.

There is first of all a good human story, the kind of story that is almost everybody's story and yet is intensely individualized. It is written with a swing and a compellingness that reveal remarkable literary power, quite apart from the profound psychological insight which has created the character of the patient of the fear-neurosis as well as his doctor, the fear-hunter; for this book is the work of a doctor of wide human experience who thinks that all we need to know about the technical side of psychology can be told just as well in the guise of a thrilling story. How thrilling—the reader will find out for himself. He just cannot let go—that is all.

So you are told all about the breakdown of a busy man who is suddenly assailed by fear because the insurance company doctor has refused to pass him. Great fears, little fears, sly fears and brazen fears, they all come in and are shown at their diabolical work of gradually affecting every aspect of his life. Certain traits in it remind me of Poe's marvelous power to depict the subterranean caverns of terror lurking beneath the surface of most people's souls—if we only knew!

But you are told a great deal more than the story of a fear-neurosis. A crystal clear demonstration is given that there is a territory where psychotherapy, if it is to be effective must encroach upon the prerogatives of religion, or, to put it the other way, where the real religious experience which lies back of all individual sects must come to the aid of the psychotherapist.

There is one term that can be applied to this book as a whole—it is *arresting*.

Books Received

"Teeny Tiny Rimes." By Lucile Allard and William A. McCall. Richmond, Virginia: Johnson Publishing Company.

pany.

"The New Technique of Teaching Primary Reading."—"Better English Habits." Books I and II and Teachers Manuals I and II. By Alma Blount and Clark S. Northup. Chicago: Wheeler Publishing Company.

"Eliot's The Mill on the Floss." Edited by Myron R. Williams—"Modern Experimental Chemistry." By Herbert R. Smith and Harry M. Mess. New York: Henry Holt and Company.

"Methods With Adolescents." By Ralph W. Pringle. — "High-School Principal as Administrator." By Alexander C. Roberts and Edgar M. Draper. Boston: D. C. Heath and Company.

"The Philosophy of Athletics." By Elmer Berry.—"Fundamental Danish Gymnastics for Women." By Dorothy Sumption. New York: A. S. Barnes and Company.

"Do Americans Really Value Education?" By Abraham Flexner. Cambridge: Harvard University Press.

"Education at Work." By H. Bompas Smith. New York: Longmans, Green & Company.

"Plainer Penmanship." By John Oswell Peterson. Intermediate Book. —"Essentials of School Law." By Harry Raymond Trusler. Milwaukee, Wisconsin: The Bruce Publishing Company.

"A Handbook of Private Schools." By Porter Sargent. Norwood, Mass: The Plimpton Press.

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GRINS BETWEEN GRINDS

Life's Darkest Moment

The return to the home town of the "local boy" who has made good in the big city is rarely, we have understood, what it might be. In connection with this we have to report the particularly sad experience of a young banker who, after eight years of absence, alighted at the station of the town of his birth. There was, despite his expectations, no one on the platform whom he knew. No one. Discouraged, he sought out the baggage master, a friend since boyhood. To him at least he would be welcome, and he was about to extend a hearty greeting, when the other spoke first.

"Hello, George," he said. "Goin' away?"—New Yorker.

Handicapped

"Children," said a teacher, "be diligent and steadfast, and you will succeed. Take the case of George Washington. Do you remember my telling you of the great difficulty George Washington had to contend with?"

"Yes, ma'am," said a little boy. "He couldn't tell a lie."—East Grinstead Observer.

Down to Brass Tacks

Girls when they went out to swim,
Once dressed like Mother Hubbard;
Now they have a bolder whim:
They dress more like her cupboard.
Wesleyan Wasp.

Success Story

"Yes," said the oculist, "he had a curious affliction; everything he looked at he saw double." "Poor fellow, I suppose he found it hard to get a job?" "Not at all. The gas company snapped him up and now he's reading meters."—Tidbits.

Stepped Out of Character

Harry and Howard were playing horse one day and Harry gave Howard a hard lash over the legs. "Ouch!" he cried out, and Harry said: "Oh Howard, you mustn't say 'ouch' —horses can't talk — Indianapolis News.

The Mocker

"My wife has persuaded me to go to church."

"Well, pleasant dreams, old chap."—Boston Transcript.

In Every Land

Scots Traveller: "Well, Mr. Isaacstein, I'm bound to say your race beats us hollow at trade development. I've found a Hebrew in every land except Labrador."

Isaacstein: Labrador. But Iceberg ain't no Scottish name, my poy!"

Early Also

Mistress: "What is your name?"

New Butler: "Mr. Hawkins."

Mistress: Do you expect to be called Mr. Hawkins?"

Butler: "Not if you have an alarm clock, madam."

A Dissapointment

Fair Customer—"I'd like to try on that skirt over there."

Salesman—"I'm sorry, madam, but that is the lamp shade."

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JOURNAL MAIL BAG

Concerning College Girls Smoking

Editor, Journal of Education:—

The letter titled "Smokers, Parents, Donors," from the pen of Frederic Allison Tupper was the best we have read on misconduct in our colleges for a long time. To us the idea of smoking being tolerated in female colleges is disgusting and to be condemned first and last. How any self-respecting college girl or woman can sink to the level of a cigarette smoker is something we have never been able to understand. And how any college can establish rules governing smoking and tolerate such an abominable female vice under certain restrictions is a thing quite beyond us to comprehend.

We need more men of the type of Frederic Allison Tupper to fight for the maintenance of the highest standards of conduct in our colleges for young women. When will American educators awaken to the grave peril menacing civilization? If we are not to find decent conduct in our higher institutions of learning where are we to find it?

Eugene Bertram Willard
Chelsea, Massachusetts.

"Squeezing the Water Out"

Editor, Journal of Education:—

In that thoughtful article in the Journal of Education, issue July 4th, Paul C. Stetson well suggests that it takes too long to get an education and that something must be done about it. He remarks that "If some of the water could be squeezed out of our educational stock much time could be saved."

No doubt the introduction of a diversified curricula, the platoon plan and other things have rather "squeezed the juice" into our public school life and thereby made it more inviting and tolerable, but all this has not shortened much the time required to "go through" the public schools.

In Morrilton we are working upon the theory that at least it should not require all pupils so long to complete the public school curriculum and that this saving of time must be had without skipping, doubling up or attending summer session.

Before the child is old enough to enter the public schools we make every effort to determine his capacity; not just his I. Q. but his physical condition, general environment and his rate of speed. Upon entrance a temporary classification is made placing all pupils in a fast, normal or slow division. Frequent changes are made as we become more certain of the capacity, all things considered, of each pupil. Some who have been "prepared" for entrance go well for a time but can't keep up. Others who don't make a good showing on any kind of a test, soon prove that they think well enough to go with a faster division. Each division goes at its capacity, losing sight of what the others are doing. We find about as many "A's" in the slowest division as in the best.

In experience we have found that while the slowest division is doing the minimum work to pass to the next grade, the fast division does about one and one-third year's work and gains one year in each three, finishing the grade school two years before the others. The same gain can be made in the last six years and it would be possible for this group who will do most of the world's professional work to get to their college work three or four years earlier.

We admit that we have thought less about the saving of time than we have about the happiness and contentment we find among the pupils as they work, each at his capacity and each with a homogeneous group.

H. A. Woodward,
Morrilton, Arkansas.

Meetings To Be Held

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne U. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Heward Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

Answers to "What Is Your Professional I. Q.?"

[Questions are on page 100]

151. H. V. Kepner.
152. Samuel P. Capen.
153. Hattie Moore Mitchell.
154. San Francisco.
155. Joy E. Morgan.
156. Georgia.
157. Julian A. C. Chandler.
158. Seattle.
159. Louisa M. Alcott.
160. Maude M. Moore and H. B. Wilson.

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